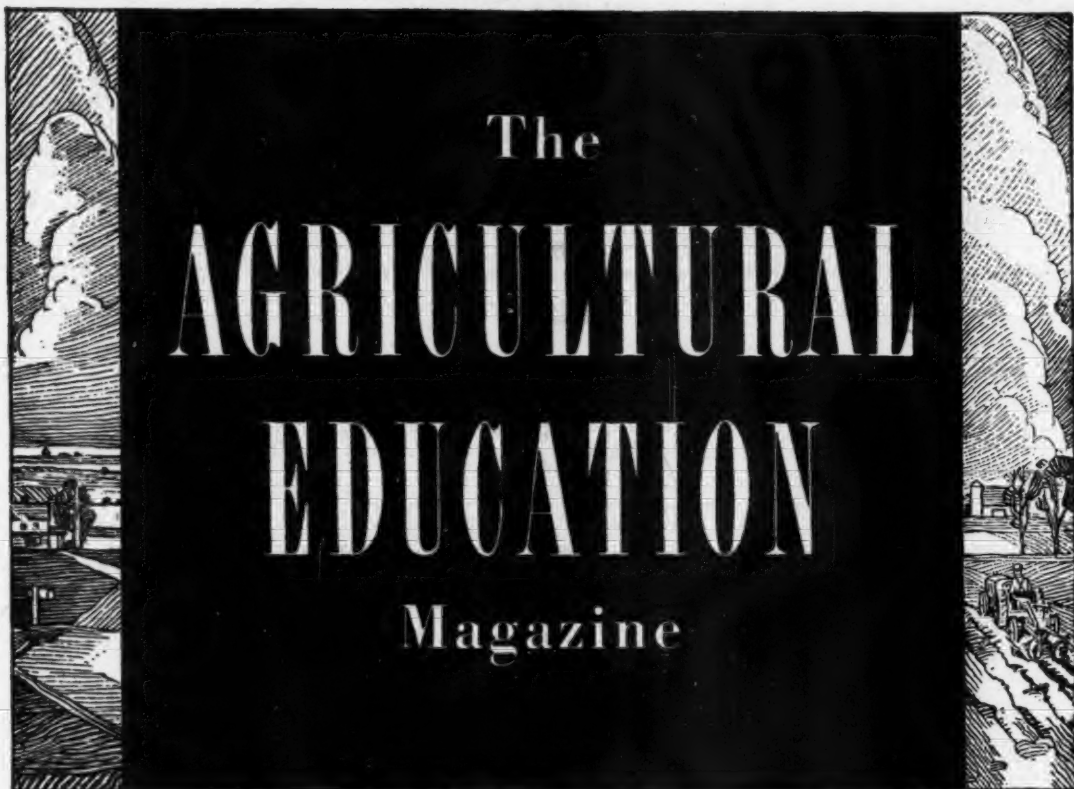


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*Dare to do differently—with good reason;
only from such action does progress come.*



The Agricultural Education Magazine

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Editorial Comment

Agricultural Preparedness Thru Education

A PLAN for future military preparedness of the United States is a live topic of discussion today in Congress, on radio programs, in the press, and in family conversations in our homes. Our high military officials have recommended that one year of military training be required of each young man. Whether a person is for or against such a proposal, he can easily see that the whole problem is one involving national policy for the future.

War, as seen for the past six years, is not just a matter of military preparedness. War today involves the total resources and practically the total population of any country. In modern warfare the chief factors involved in military preparedness are health, wealth, industrial resources, agricultural resources, and the skills and technical facts known and used by people in both military and non-military services. In fact, military preparedness is useless without agricultural and industrial preparedness.

America, therefore, will attain only partial preparedness if she stresses only the military aspect. A standing army and navy of several million men will require a tremendous food supply without any contribution toward its production; the nutrition, health and morale of the civilian population who are backing the war effort with production should receive more careful consideration in our postwar planning. Our entire national machine should be ready to shift from a peacetime basis to a war basis in a short period of time.

If and when we return to peace and have full employment for all who may desire to work, people are beginning to wonder if America can consume all of the products and services that will be available. Will the 65 (or more) millions of workers be needed in America? Will it be better to have controlled production in industry and in agriculture, supplying only our domestic needs, or will the better solution be to give each person, in agriculture, industry, and so on full employment and export surplus goods to other countries? These and many other similar problems, as they are solved, will have a definite bearing on national preparedness.

Studies made by the National Commission for the Defense of Democracy Thru Education indicate that individual incomes and farm incomes go up or down according to the educational level of the people. Studies made by the United States Chamber of Commerce and by the National Association of Manufacturers show that high income and high educational level of people go together, and likewise that low income goes with low educational levels. Education, therefore, plays a part in bringing about intelligently controlled production.

The best insurance America can furnish in order to have large quantities of food and agricultural supplies available in times of emergencies is to greatly expand the present program in agricultural education. Since the beginning of the program in 1917 under the provisions of the Smith-Hughes Act, supplemented later by the George-Deen Act, many young men and farmers have received valuable training. The chief defect has been, and still is, that millions of our farmers who need instruction are not being reached at all.

In order to conduct a program of instruction to meet the needs of any community the following types of classes will be needed:

- Prevocational classes for students, ages 10-14, who are enrolled in our rural schools or schools located in agricultural areas.
- Vocational classes for students above 14 years of age who are enrolled in either rural or high schools and who desire to become farm owners or operators.
- Vocational classes for students above 14 years of age who are enrolled in either rural or high schools, and who desire



E. W. Garis

Teachers and Tariffs

WE NOW face the best opportunity we have had to reverse the trend in tariffs.

For more than a hundred years our general tendency has been toward higher and higher tariffs, toward tariffs on more and more products, and toward tariffs between states and localities as well as between nations. The end of these tendencies, which can be clearly viewed, is an absurd economic isolation which supports other kinds of isolation, narrows the life we can lead, and breeds frictions and wars. If we continue in the way we have been going, we can create in this country and fasten upon the world the kind of Balkanized economic pattern which has helped so much to keep Europe an armed camp for centuries.

Our present national policy is to promote the widened use of reciprocal trade agreements, probably the best approach to the lowering of tariffs. As would be expected, we are beginning to hear howls of those whose toes are being trodden. Much false economic doctrine is being spouted in the rationalization of the private interests of those who are affected. We must not allow ourselves to be deceived.

One of the groups most likely to offer objections to the lowering of tariffs is the farmers, particularly the farmers of the North. Most northern farmers have been nurtured on the protective tariff and accept it as essential to their prosperity. Teachers of agriculture can do much to re-educate them.

This does not mean that teachers of agriculture are to "go into politics." The tariff is not properly a political question. The facts so clearly favor general tariff reductions that it should be impossible for any political group to espouse high tariffs. Teaching about tariffs can be managed so that the facts speak for themselves and the political preferences of the teacher are not disclosed.

Teachers of agriculture are a practical group. Too often, however, they are practical only about matters of small importance. Nothing is more practical than securing a sound tariff policy. It affects not only the economic welfare of farmers but their very lives, since sound trade relations favor peace and discourage wars. Farm people more than formerly have a sense of the importance of the tariff question. They are more

(Continued on page 88)

to follow specialized farm skills, for example, harvesting and packing vegetables, fruits, and so on.

d. Nonvocational classes for high-school students who plan to follow vocations closely allied to agriculture and for those who will purchase and use agricultural products.

e. Classes for returning veterans.

f. Part-time classes of various types, depending upon the status of the individuals.

g. Evening classes to meet the needs of all types of adult farmers.

In order to teach people in the proposed program the school will need far more, not less, physical equipment. Schools will need farm shops, canning plants, quick freezing units, dehydration facilities, slaughtering pens, feed mills, fertilizer mixing equipment, saw mills, and many other items not usually included in the physical equipment of a school. In addition, it will be necessary for the teachers of agriculture to encourage the utilization of all types of farmer-owned and farmer-operated cooperatives.

In the fully developed program of training in agricultural education it should be kept in mind that no one teacher in a given high school area can be expected to do all of the teaching. In many cases teachers of agriculture are now trying to spread their activities far too thin.

The money spent for such a complete training program in agriculture will, in addition to the many other values, be the best type of insurance against national emergencies. In our eagerness to provide future military preparedness, let us not forget to make agricultural and industrial preparedness possible in our postwar world, realizing that the latter two, like the first, can be achieved only thru the proper type of education.

What Price Rural Education

LESTER A. KIRKENDALL, Head, Division of Educational Guidance,
University of Oklahoma, Norman, Oklahoma

Editor's note: This discussion is presented here as "food for thought." It brings to light and holds up in front of us a picture of the economic and social conditions in a midwestern community. The conditions depicted are a challenge to vocational agriculture whether they are representative of many other communities or whether they are even partially prevalent throughout the United States. It is a danger signal on the road to the reconversion that is sure to come in our service. With the restoration of peace to the world, vocational agriculture must take stock and prepare to assume its fair share of responsibility for the welfare of the rural people.—Lano Barron

THIS is not a scientific discussion; perhaps it would be best to call it a reminiscence. The details I relate are true for the community in which I worked, but whether they would be true for other rural communities, I cannot say. I believe they would be duplicated in many places. At least they are interesting and indicate some interesting problems.

In the spring of 1933, I closed my teaching career in the Decatur Community High School at Oberlin, Kansas. The population of the town is about 1,600, and the enrollment of the high school in 1933 was about 300. At the time I left, a group of 21 young men who had been on athletic or debate teams which I coached, formed an informal organization to keep in touch with each other and with me over the years to follow. All these young men were graduates of the high school classes of 1931, 1932, 1933, 1934, 1935, and 1936. I have followed their careers since their graduation, and the course of events up to January, 1942, should make very interesting reading for those interested in rural life and rural education.

Boys Described

A brief description containing certain salient facts about the 21 boys is necessary for the succeeding discussion. These are given in the following description.

1. **Vorris**, son of a farm owner. An honor student, and a graduate of Kansas University Medical College. Now beginning intern work.

2. **Lloyd**, younger brother of Vorris. An able student. Now a graduate of Kansas University. Prepared for teaching public school music or band directing.

3. **Robert**, whose father is a dairy farm owner. An average student. Following high-school graduation went to Boise, Idaho, to work in a garage for several years. Later became assistant manager of an auto accessories store in Los Angeles.

4. **Richard**, a very able student. Father a minister. A graduate of Indiana

University, and band director in the Culver, Indiana, high school.

5. **Harold**, son of a farm owner who moved to town about the time Harold started to high school. A very able student. Graduated as a nurse from the McLean Psychiatric Hospital at Boston. Now in charge of nursing services in the Kings County Hospital, Brooklyn, New York, and a senior in the premedical school of New York University.

6. **Berle**, son of a farm owner. A good student. Took two years of architectural engineering at Kansas State College. Left college and worked at three jobs in Denver. Now a tool designer in a California aircraft factory.

7. **Dan**, father a tenant farmer. A very able student. Graduate of Kansas Wesleyan. Always vitally interested in social problems, he is now in an executive position in the American Friends Service committee, Philadelphia.

8. **Ernest**, younger brother of Dan, an able student. A graduate of Fresno State College, Fresno, California. Has specialized in religious education. Now a graduate student in the Pacific School of Religion, Berkeley, California.

9. **Fred**, son of a farm owner. An average student, graduate of Ottawa (Kansas) University. Abandoning an original plan to teach, he took work in an oil refining company. Later went to Santa Monica, California, to work for a construction company.

10. **Dyer**, father a photographer. A very able student. Graduate of the University of Kansas Medical School. Now finishing his internship in Oklahoma City.

11. **Dallas**, son of a farm owner. A below average student. Started to chiropractic school, but left at the end of a year to run a filling station in Kansas City, Kansas. Now working in Los Angeles, California, in an aircraft factory.

12. **Marvin**, son of a tenant farmer. An average student. Did traveling sales work for several years. In 1940 joined the Army Air Corps.

13. **Roy**, son of a tenant farmer. Good student. Graduate of Phillips University, Enid, Oklahoma. Now a department supervisor in Sears, Roebuck store, Muskogee, Oklahoma.

14. **John**, father a farm owner. Able student. Graduate of Kansas State Teachers College, Hays, Kansas. Officer in a building and loan association in Topeka, Kansas, and partner in an allied real estate company. Strong community leader.

15. **Marion**, father a tenant farmer. An average student. No college work. Four years service in Navy. Now working in aircraft factory, San Diego, California.

16. **Dale**, son of a land-owning farmer. Very able student. Taught in rural and

city schools of Decatur County for five years. Graduated from Kansas State Teachers College at Hays, Kansas. Is now working on a doctorate in psychology at the University of Chicago. Now associated with Dr. L. L. Thurstone in psychological research.

17. **Henry**, younger brother of Dale. A very good student. Returned to the farm where he has since worked actively with his father.

18. **Kenneth**, son of a tenant farmer. Very good student. A graduate of Kansas State College. Has taught four years in the junior high school at Colby, Kansas, about 60 miles from his home.

19. **Leonard**, son of a tenant farmer and rural minister. A good student. Graduate of Phillips University, Enid, Oklahoma, in public school music. Entered the air corps as a flying instructor and was killed early in 1942.

20. **John**, son of the high-school vocational agriculture teacher. Very able student. Graduate of electrical engineering courses, Kansas State College. Now is a research assistant and instructor in the Massachusetts Institute of Technology. Temporarily a consultant in defense activities at Washington, D. C.

21. **Gerald**, son of a farm owner. A good student. Graduate of the College of Agriculture, Kansas State College, Manhattan, Kansas. For a time in the services of the United States Department of Agriculture, now in agriculture engineering research work, University of Illinois.

Only One of Group at Home

There are certain significant facts to be noted. Of the 21 boys, 18 were farm youths while only three came from the small city of Oberlin. Of the entire group of 21, only one has stayed in his home community, and this single individual is the only one of the 18 farm youths remaining on the farm. Of the 18 farm boys, seven were the sons of tenant farmers and 11 the sons of farm owners. Knowing these boys intimately I can rate their capabilities as students. Only one could be rated as below average, five were average students, and 15 were above average students, several of them brilliantly so. These boys were distinctly among the leaders of the school youth and the young people of the community. While the members of this group are undoubtedly above the average in ability and leadership, they were not intentionally selected. The selective factor was their active intellectual interests and leadership activities which brought them together in a natural grouping.

This particular community seems to have been in the position of supporting an educational program which was largely instrumental in removing from the community the best of their potential leaders. This has been costly to the community in terms of finance and probably in terms of social progress. Certainly the people of Decatur County went to a heavy expense in providing these boys

—and others like them—with an education which they, except in the case of four of the boys, never used in their own community for a single day.

Of course, the major proportion of the money expended was expended in the community for salaries and school supplies, and so for the most part was not lost to it. The expenditures by the taxpayers for the schools meant sacrifice in some direction, however, since the money could be spent only once by those who made it. Doubtless, many parents and taxpayers sacrificed such things as medical attention, farm improvements, and better homes to provide the education they desired for their children.

Some will point out that while these boys left, others whose education had been provided elsewhere came into the community to take their places. This particular county, like many other agricultural counties, lost population from 1930 to 1940. In 1930 the population of Decatur County was 8,866, in 1940, 7,434, a net loss of 1,432. In 1942 the population had declined still further to 6,724. It is very doubtful if the people moving into the county during this period possessed either the potentialities or the educational attainments of those who left. In any exchange of this sort the rural community is almost certain to get back poorer than it gives.

Several qualifications to these observations need to be made for this particular community. In the first place a number of capable young men remained in the community. I do not know how many, but while it is subjective judgment, I believe not so many potential leaders remained as left. I am quite confident that at that particular age and stage of development, the ones remaining had not demonstrated the same leadership capacities and intellectual interests as those who migrated. Also, one cannot conclude on the basis of high-school performance that the most able high-school leaders would be the most able rural leaders 20 years hence, tho I could not now suggest a better index.

Decatur County is a county well into the more seriously eroded part of the 1934-36 dust bowl. It has undoubtedly some land which would be classified as marginal and submarginal land. So far as this particular county is concerned, probably a population loss was a benefit rather than a detriment. At least, if the mean size of farms increased, it should result in an improved standard of living for those remaining.

It is interesting to note how many of these boys have migrated to large cities, probably to communities better able to support education*, and probably with a smaller child-adult ratio than the one which they left. They have been claimed by Boston, New York, Denver, Los Angeles, Philadelphia, San Diego, Oklahoma City, Chicago, and Berkeley.

Nor is the financial drain on the community yet done. All of the boys have yet to come into their legal inheritance due at the demise of the parents. When this happens, then there will be another financial payment by this community to other communities. For example, the brothers, Vorris and Lloyd, are the only

children of a father owning a half-section of land. Upon his death if his holdings are still intact, the farm will be owned by absentee landlords, since both boys have left the farm. There will then be a tribute in the form of rent leaving the county annually. Or if the heirs sell the farm, then payment must be made to them from the proceeds of the farm. This is another way of making the rural communities the financial debtors of the populous centers, in the majority of these cases, cities in states which are already wealthier than Kansas.

There is another serious drain on the rural communities if this situation is typical. The capable young men with the capacity for rural leadership are being removed from the rural communities as fast as they are educated to the point that they can assume positions of leadership. What this means in terms of the social and long-time well-being of the rural community cannot be demonstrated quantitatively, but the implications are obvious.

Another factor is a matter for interesting speculation, whether or not it has any particular significance. Of this group of 21 young men, 13 are now married. Only one found his bride in the local community. Does this mean that the local community is educating its most eligible young men and sending them away to marry girls in other communities while their own girls must marry from those remaining? Also, if the same data were available for young women, would the same conditions exist as for the young men? Are the most capable and most eligible girls leaving the community to find careers and to be married? As far as I can determine by retrospection, that is the case in Decatur County.

All this points to the importance of providing a means for the equalization of educational expenditures, so that rural communities in their efforts to educate their young are not constantly put to a greater and greater disadvantage as a result of these very efforts. Now the urban communities are not reproducing themselves so that we must expect a constant movement of youth from rural communities to cities. Movement and mobility are essential in our national life, and anything which would tend to halt the movement would probably result in more serious conditions in rural districts than now exists. But some kind of equalization of expenditures should be devised so that rural communities will not be constantly taxed for the social services which they extend to urban communities.

Also, some method of regulating the flow of inherited wealth from rural communities seems essential. This problem is accentuated by the differential birth rates which means that for years to come, probably always there will be a steady movement from rural communities to urban centers.

It also points to the need for more attractive and inviting rural communities, both in terms of opportunities and surroundings. The present educational emphasis on rural life and better farms and farm homes where it does exist, is all to the good. Many schools now have departments of vocational agriculture and 4-H Clubs which should be a definite assistance in interesting some of the more capable youth in farm activities and in encouraging them to stay on the farms to assume positions of rural leadership.

One also wonders whether the con-

Book Review

Your Farming Program, by Carsie Hammonds and W. R. Tabb, pp. 174, illustrated, published by Traf-ton Publishing Company, Lexington, Kentucky, list price \$1.50. The book is written for boys taking vocational agriculture and for young men out of school. Its



A. P. Davidson

12 chapters are devoted to problems which boys and young men have in their farming programs. While there may be a difference of opinion as to some of the definitions included in the text, there can be little disagreement with the sound principles set forth. The text opens with a convincing argument for a sound farming program; defines "farming program," "improvement projects," and "supplementary practice"; sets forth sound procedure for building satisfying programs; encourages high standards of performance, and finally shows the relation of sound farming program experiences to establishment in farming. While the book is addressed primarily to the student of vocational agriculture, the teacher and parent concerned with the problem of education in the field of vocational agriculture will find it to be very helpful in its suggestions.

solidation of schools may not work against the building of a strong rural culture. Usually in consolidation the children are brought into the nearest urban communities where the schools and their programs are likely to be dominated by a school board or a school administration which is predominantly urban in point of view. The real need is a form of rural education suited to the needs of the people in the rural community, not an education setup wholly in terms of an urban society.

This was, I think, one of the problems in the education of the farm youth of Decatur County. The department of vocational agriculture attracted only four of the group of 21 boys, tho 18 of them were farm boys.

Our need is to study the rural and urban communities in terms of a proper population and economic balances of our national economy, and to assist rural communities thru proper economic organization to maintain an agrarian economy strong enough that farm people can have a standard of living comparable to other groups in the population. No one should deprecate the movement of young people to the cities nor the abandonment of submarginal land. But everyone should be concerned with conditions which tend to reduce our agricultural people to peasantry and which adds acres to these already submarginal.

Each fall our chapter issues a certified seed and purebred livestock bulletin. This makes it possible for F.F.A. members to locate good seed and livestock as close to home as possible. It is also a service appreciated by local breeders and pure seed producers.—Beatrice, Nebr.

* According to the data found in Ashby, *The Efforts of the States to Support Education*, 12 of the boys sent to six states, Indiana, New York, California, Massachusetts, Illinois, and Pennsylvania, with greater tax resources than Kansas, while one of the boys went to one state, Oklahoma, with tax resources less than Kansas. Three still work in Kansas.

Supervision

LANO BARRON

Standards for Departmental Organization

H. H. BURLINGHAM, Regional Supervisor, Chico, California

CALIFORNIA is one of the few states which has based its reimbursement system on the service of the department of vocational agriculture to the community and the successful operation of the department as evidenced by tangible and measurable factors. Each department in the state is "scored" and reimbursement is based upon the total points times all vocational salary over \$1,800. Thus, equitable and attractive salaries are encouraged.

One of the factors in such scoring is "departmental organization." Many state supervisors have their own program to secure good organization in each of their departments of vocational agriculture, and California is probably unique only in the method employed.

The major factors scored in departmental organization are teaching facilities, school and class schedules, selection of students and enrollment, tenure of teachers, and organization of instruction.

Teaching facilities include classrooms and equipment, shop and equipment, office arrangement and secretarial help, storage, transportation for field trips and other class events, and a departmental budget. Perfection in the first two is good for 30 points each, in the last four 10 points each, for a total of 100 points. A written budget approved by the administration is urged.

School and class schedules are given 25 points. Points considered are whether double periods are provided to allow for field trips, whether provision can be made for Future Farmer meetings, and whether the school schedule permits a boy to complete requirements in a major in both vocational agriculture and college entrance.

Selection and Enrollment

There are three divisions under selection and enrollment, with a total of 95 points. The first is the percent of farm boys in high school who are enrolled for vocational agriculture. One point is given for each 3 percent and an enrollment of 75 percent of the farm boys gets the maximum of 25 points. Next is the percent of enrollment in vocational agriculture made up of farm boys. One point is given for each 2 percent and the total enrollment must be of farm boys to get the maximum of 50 points. The third factor is the percent of boys enrolled last year who are now in high school and again enrolled in vocational agriculture. One point for each 4 percent gives the maximum of 20 points for 80 percent performance.

Teachers are encouraged to stay and develop in one community thru the factor of "tenure of teachers," which nets 20 points. Two points are given for each year of tenure up to 10 years.

The last point scored in "departmental

organization" is organization of instruction which totals 60 points. Half the weight is given to the department operating on a written four-year teaching program, and half on written plans for each major teaching unit.

It should be emphasized at this point that "departmental organization" with a total of 300 points, is only one of several divisions on the 1,000-point scoreboard. Other factors considered are the farming programs of the all-day students, the Future Farmer chapter program, the adult and out-of-school program, and the summer program, each of which is divided into measurable factors and units as has been done with departmental organization.

The rating scale for departmental organization only is attached. The

grouping of points in the middle column merely shows the "break" ranging from superior down to poor or "nonexistent," so that each supervisor will score with the same "break." Scoring is done in conference with the teacher and, if possible, with the principal.

Our Subscription List

ACCORDING to the latest report from our publishers the paid-up subscriptions as of September 1945 was 5,649. This is about the all-time low in recent years. Now that schools have begun, every state supervisor should take prompt action to see that subscriptions are received and forwarded to the Meredith Publishing Company in order that his state may receive credit by the business manager in his report at our next convention.

Rating Scale

Departmental Organization—(300 points)		Rating
A. Teaching Facilities—(100)		
1. Classrooms and equipment	30-25-20-15-10-5-0	_____
2. Shop and equipment	30-25-20-15-10-5-0	_____
3. Office equipment—Secretarial help	10-8-5-3-0	_____
4. Storage	10-8-5-3-0	_____
5. Transportation (class)	10-8-5-3-0	_____
6. Departmental budget	10-8-5-3-0	_____
B. School and Class Schedules—(25)		
1. Consecutive periods; schedule provides for F.F.A. meetings; no conflicts with courses required for graduation or college entrance.	25-20-15-10-5-0	_____
C. Selection and Enrollment—(95)		
1. Percent of farm boys in high school who are enrolled in vocational agriculture (25)	1 point for each 3%	_____
Number farm boys:		
In high school	_____	
In vocational agriculture	_____	
2. Percent of vocational agriculture enrollment made up of farm boys (50)	1 point for each 2%	_____
Agriculture enrollment	_____	
Number farm boys enrolled	_____	
3. Percent of last year's enrollment now in high school and enrolled in vocational agriculture. (20)	1 point for each 4%	_____
Number of pupils who were enrolled in vocational agriculture classes last year who are now:		
Enrolled in high school	_____	
Enrolled in vocational agriculture	_____	
D. Tenure of Teachers—(20)		
1. Average tenure—all teachers of vocational agriculture.	2 points for each year of tenure	_____
E. Organization of Instruction—(60)		
1. Written 4-year teaching program	30-25-20-15-10-5-0	_____
2. Written plans for major teaching units	30-25-20-15-10-5-0	_____
Total		_____

Meeting Community Needs Thru the Department of Vocational Agriculture

S. P. FUGATE, Teacher, Swainsboro, Georgia

THE department of vocational agriculture in the Swainsboro High and Industrial School, Swainsboro, Georgia is endeavoring to meet the needs of the entire community. We have recently erected this new \$6,000 vocational building to provide adequate facilities to carry on a program as the community needs demand. This building was built from funds contributed by the community and the County Board of Education. It includes classrooms for vocational agriculture, vocational home economics, a farm shop, and a canning plant.

We have been doing work in farm shop and farm machinery repair for some time with the facilities available but, with the equipment placed in our shop thru the war training program, we are now able to do a better and more extensive job in the special war training and regular programs. The farmers in the entire county now feel that the vocational shop is insurance in keeping much-used farm equipment in repair.

The boys in the all-day classes also find the periods spent in the shop valuable and that it is a place where leisure time can be spent at a profit in making articles needed on the farm and improvements needed in their homes and surroundings. They are taught in the shop and at their homes to make many of the necessary articles and repairs that are needed. Our shop is well equipped with facilities to do almost any kind of job needed around the farm and community.

In order to help in the effort of providing the community with an ample food supply thru production, processing, and preserving foods, we conduct evening classes, and operate a canning plant thruout the year processing fruits, vegetables and meats.

The processing program is prefaced by a production program which is taught in evening classes. Here the plans are made for production in the terms of family-sized plots, approved varieties, cultural and harvesting practices, and processing procedures that are to be used. Each problem is discussed and decisions reached in regards to carrying it out. After the food is produced and brought to the plant, systematic instruction and supervision is given by the teacher of vocational home economics, special

OSYA teacher, and the teacher of vocational agriculture in processing the foods.

Again thru the war training program, our canning plant is adequately equipped to process all fruits, vegetables, and meats to be canned in our community. The people in the entire county enjoy using our canning plant. A better food supply can be provided because it insures against spoilage, it is easier and faster, and it provides social contact where friends meet, talk, and see what each other is doing. A supply of cans is kept at the plant and a minimum canning fee is charged to take care of fuel and repairs.

As for accomplishments thru these facilities, all cabinets, desks, tables, files, equipment, and plumbing installations in the building were made by the boys in the all-day classes. Two hundred and six pieces of farm machinery have been built or repaired serving 106 farm families; 110 screen windows and doors were built for eight homes and the vocational building. Six brooders, 26 feeders, 30 water founts, six tables, a sink cabinet, and many other articles for use around the home were built by all-day boys. Nine thousand pints of fruits, vegetables, and meats have been processed in the canning plant.

Our community is especially appreciative of the county board of education and the state department of vocational education who helped provide the facilities needed in the program to meet our needs.

Reported Changes

Changes have been reported recently from several states, authenticity not guaranteed. In Arkansas, Fred A. Smith has resigned as director; in Minnesota, C. O. Ayers has resigned as supervisor and in Texas, J. B. Rutland is reported as resigned. New state directors are announced as follows: In California, Julian A. McPhee; in Ohio, J. R. Strobel; in South Carolina, Verd Peterson and in West Virginia, John M. Lowe. In Colorado, A. R. Bunker has been appointed supervisor; in Louisiana, D. C. Lavergne has been named acting supervisor and in Alabama, J. C. Cannon succeeds R. E. Cammack as supervisor.

A Concept of Supervision

SUPERVISION is here defined as an expert technical service primarily concerned with studying and improving the conditions that surround instruction. The philosophy of the supervisor is as important as academic preparation in determining the instructional improvements which may result from his work. The assumptions that follow represent the writer's concept of supervision. They flow from the democratic philosophy described above.

1. Supervision, to be effective, should be characterized by mutual respect on the part of the supervisor and the supervised, by recognition by the latter that a need for aid exists, and by mutual confidence in the ability of the supervisor to help in the problem being attacked.

2. Supervision should be a cooperative enterprise during which open-mindedness and sharing characterize the persons involved in the supervisory activities.

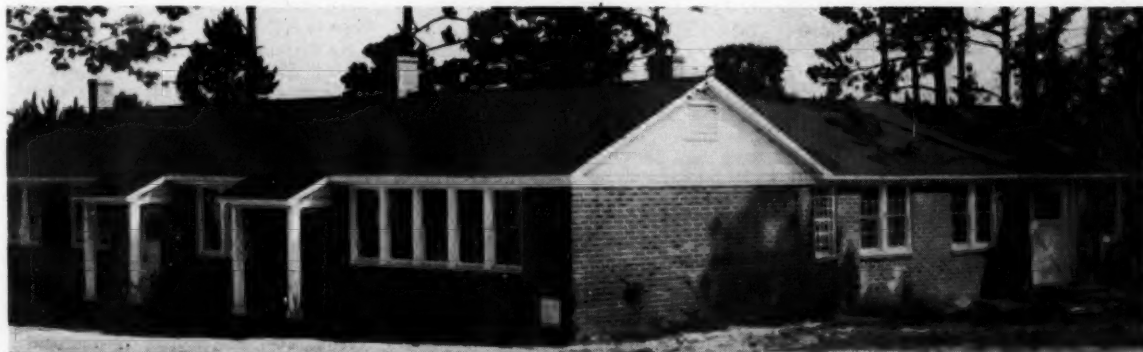
3. The supervisor's activities should be productive of increased respect for the supervised persons as well as for the supervisor. This increased respect should come from participants in and observers of the activities.

4. The methods used in supervision should be productive of increased self-direction on the part of the supervised. This result should be brought about by helping the supervised to discover for himself the points at which his work needs to be improved, by assisting him in developing plans for improving it where necessary, and by assisting him to increase his value to his fellow workers and students thru contributions to their development.

5. The supervisor's method of working should be his strongest support for the theories and for the suggestions which he proposes for the use of others. His practices should include opportunities for those whom he assists to evaluate his services to them and to suggest ways for improving these services.

6. The supervisor's work is most effective when he is assisting with projects in which the supervised persons are interested and in which they are anxious to achieve success.

When the supervisor has evolved and made functional a point of view concerning his work, he is ready to outline procedures and organize appropriate evaluation plans.—From the dissertation of A. G. Macklin, Ohio State University



A view of the Swainsboro, Georgia vocational building in which is carried on an extensive program in home economics including a canning kitchen and agriculture including farm mechanics. Education and service are the combined product returned to an appreciative community. S. P. Fugate is the teacher of agriculture, T. G. Walters, the state supervisor

Methods of Teaching

GEORGE P. DEYOE

Teaching Timber Preservation

R. D. ANDERSON, District Supervisor, Walterboro, South Carolina

THE quantity of wood used on the farms in the South and exposed to decay is very great. It is difficult to estimate the total amount used. However, it undoubtedly amounts to several billion board feet annually. This wood is used in various forms, such as fence posts, building foundations, shingles, telephone poles, silos, vine stakes, and bridge timber. For such uses durability is of great importance. Some woods resist decay better than others. A post of one kind of wood may last 10 years or more while one of another kind may last only two years under the same conditions. There is also a great difference in the durability of wood of the same species under different conditions.

In the South, durable woods are continually growing scarcer and higher priced, and it is fast becoming necessary to use the less durable woods. Since many of the non-durable woods in their natural condition will last only two or three years in situations favorable to decay, it can readily be seen that any reasonably cheap method of increasing their life will save money for the user.

For some time, teachers of vocational agriculture in South Carolina have realized the need for a very definite teaching program on the preservation of fence posts, bridge timbers, and other farm timbers. It is very evident that the time has arrived when something must be done to remedy the terrible waste of both timber and labor on the farm due to the lack of some method of preventing wood decay. In some sections of the state, it is necessary to replace fence posts at least every three years and in many cases every two years. With this problem in mind, many teachers of agriculture have set up teaching programs on a community basis to remedy this situation.

The first department of vocational agriculture to set up such a teaching program is located at Providence in Orangeburg County. C. H. Wise, teacher of agriculture, called together the farmers in his community and discussed with them the possibility of setting up a community program to eliminate the terrible waste of posts and labor in his community due to wood decay. He suggested to the group the method that might be used for preserving timber and the equipment that would be needed. The group decided that the creosote method is best at the present time, since this is the method which seems most popular and which is being most widely used.

After determining that it would cost the community about \$1,200 to establish this plant, the group raised this amount by subscription from the men who were present. This amount included the cost of the vat, a chain hoist, and about 2,000 gallons of creosote and fuel oil. This was not a gift or a contribution. The men merely advanced this money to put this

program in operation on the basis that over a short period of time they would get their money back when they treated their own posts and other farm timbers. The group purchased a steel vat 30 feet in length, 4½ feet wide and 4 feet deep. The vat has 300 feet of steel coil in the bottom for heating the solution. The vat was installed and a shed was built over it to protect the vat and its contents from the weather. A chain hoist and a track were installed for lifting the posts and other farm timbers in and out of the vat.

This vat was installed in January and operated during the months of February, March, and April. During that period 2,088 fence posts and 7,740 feet of lumber have been treated. These figures represent only a small portion of what will be treated when the posts and lumber already cut in the community have become sufficiently dry to treat.

Since the plant was installed at Providence, similar plants have been installed at Bowman and Holly Hill and are in operation. Vats have been installed and are ready for operation at Cameron, Cottageville, and Bethlehem. The Lodge High School has placed an order for a vat and the St. John's High School is building a vat in the farm shop. Funds have been raised at three other schools for purchasing and installing this type of teaching equipment.

These two vats (ready for operation at Bethlehem and Cottageville) were constructed in the school-community farm shop. Work was done by the Future Farmers and by some of the members of a farm machinery OSA course under the supervision of F. B. Thomas, teacher of vocational agriculture at the Cottageville High School. In addition to the excellent training that both boys and adults received in arc and acetylene welding, the two vats cost much less than similar vats purchased. Mr. Thomas and his Future Farmers are planning to build vats for other schools.

This new teaching program fits in beautifully with the school-community canning program in that the same boiler used for the cannery is also being used to operate the treating vats. The vats already installed range from 16 to 30 feet in length. The creosote is mixed with fuel oil on a basis of 60 percent creosote and 40 percent fuel oil. Persons treating posts and other farm timbers bring their posts to the vat and unload them into the vat by means of the overhead chain hoist. The boiler is fired and the creosote mixture is brought to a temperature near boiling. It is not allowed to boil, however, for to do so would boil away the fuel oil. The mixture begins to roll in the vat just before boiling. It is at this temperature that the mixture is allowed to remain for a period of three hours after which the steam is

cut off and the mixture is allowed to cool. The posts are allowed to remain in the vat until the following morning altho this length of time may not be altogether necessary. The posts or other timbers are then raised by means of the chain hoist, and allowed to drip and become dry enough to handle. They are then ready for immediate use if so desired.

There are some differences of opinion among teachers operating vats. Some teachers believe that the timbers or posts should be taken out of the vat when the mixture is sufficiently cool to do so, and that they should not be allowed to remain overnight. Too, some are of the opinion that the cost could be reduced and the same results be obtained by making the mixture 50 percent creosote and 50 percent fuel oil. During the summer months when the weather is rather hot, some teachers are finding that, under certain conditions, it is not necessary to fire the boiler at all since the solution seems to penetrate well enough without it. Until these plants operate for a while, no uniform recommendations can be made.

Much enthusiasm is being shown by the farm people in this teaching and service program. Not only are they learning to prevent wood decay, but as a result, they are preventing it by preserving their own posts and other timbers. Many dollars will be saved in addition to the saving of labor for replacing these posts every two or three years. With this treatment, posts should last from 15 to 25 years. Practically any type of timber, if treated, can be used for fence posts. So far, the cost of treating a 6"x6"x6' post has ranged from 10 to 20 cents, which includes the cost of the creosote, fuel oil, and wood for firing the boiler. The cost depends upon how dry the posts are. Of course, the drier they are, the better. The timber that has been treated, in addition to the fence posts, has been mostly sills and sleepers for constructing homes and farm buildings, and bridge timber for farm bridges.

Teachers and Tariffs

(Continued from page 83)

open-minded on the subject than they once were. They need and will accept help in thinking thru to the stand they should take.

Teaching about tariffs is only one example of teaching about policies which affect agriculture and farm people with which teachers of agriculture will be increasingly concerned. We shall not always assume that it is our job to teach farmers to adjust to whatever framework of public policy is provided for them by others; we shall help them to make the framework. Teachers who neglect teaching about public policies are contributing, by their neglect, to the making and the maintenance of bad policies, which can take away from farm people more than we can contribute to them by our traditional types of instruction.—H. M. Hamlin

Effective Instruction in Farm and Home Safety

E. V. BEARER, Teacher-Trainer, College of Agriculture, New Brunswick, New Jersey

TWO cooperative surveys on farm accidents were made by departments of vocational agriculture in New Jersey during the last two years. These have led to improved instruction on farm and home safety in these departments.

The first survey was made in September, 1943, by the agricultural section of the vocational division of the state of New Jersey in cooperation with 18 teachers of agriculture and their all-day classes. This was done at the request of the Farm and Home Subcommittee of the New Jersey Home and Farm Safety Committee. The survey included cases of accidents, injuries, and losses during the period from May to September, 1943.

In order to get specific facts, a blank was prepared and sent to the teachers of agriculture early in September and they were instructed to get the information from their pupils during the regular class periods. The blank was organized to get case information on fatal and nonfatal accidents of youth, adults, and animals, and also on property losses. It contained a key of indirect causes which the teachers and their pupils used in pointing out some of the causal factors in each case. The key included such statements as carelessness, wrong control method, curiosity, defective eyesight, defective machine or equipment, disregard of directions, emotional disturbance, fatigue, faulty repair, inadequate skill, first aid not used, loose clothing, meager information, negative attitude, overconfidence, procrastination, "rushing" the time factor, "taking a chance," and matches and smoking.

Information on Specific Cases

A few of the cases showing the more direct causes indicate the kind of information secured.

1. Cases involving youth:

- Boy killed by spike-tooth harrow hitched to tractor.
- Six-year-old girl died as a result of gun wound in head, caused by discharge of a 22-calibre rifle in the hands of her 8-year-old brother.
- Sight of one eye destroyed by steel splinter while threading pipe.
- Back wrenched by person slipping on a tomato and falling between the platform and the truck.
- Leg of 6-year-old boy severed at ankle by moving mowing machine.

2. Cases involving adults.

- Dairyman killed by truck backing over him.
- Man fatally injured while operating corn cutter; death due to loss of blood from severed artery.
- Man died of poisoning after spraying apples; no mask.
- Woman died from injuries caused by her jacket catching in the hopper of a feed mixer.
- Man's skull fractured; hit by dislodged silo door.
- Man's spine injured as a result of a fall while pulling wire from a fence post.
- Man's finger crushed while dislodging weeds from a moving potato digger.

—Man scalded as a result of a bursting hose in overheated tractor, low in water.

3. Cases involving animals:

- Two hundred pullets on range, killed before 24 stray dogs were shot.
- One hundred chicks lost in brooder fire.
- Horse died as a result of stepping on a nail.
- Bull lost in quicksand.
- Cow poisoned—not killed—by arsenate of lead in her feed.

4. Cases involving property:

- Barn burned as a result of sparks from the exhaust pipe of a truck.
- Walls and floors of kitchen damaged by fire due to explosion of oil burner. Owner failed to turn off thermostat the previous year; hence oil remained in pipe line between stove and tank.
- Big milk truck demolished when hired man, thru mistake, backed truck against steel frame supporting water tank which fell on body of truck; driver not injured, but there was property damage of almost \$2,000.

Summary of 169 Cases in First Survey

1. Of the 23 fatal human cases, 96 percent were caused by machines and implements.
2. Of the 107 nonfatal human cases, almost 80 percent were caused by machines and implements.
3. Of the seven fatal animal cases, more than 85 percent were caused by fires and equipment.
4. Of the nine nonfatal animal cases, more than 55 percent were caused by fire and equipment.
5. Of the 23 cases of property loss, fire was the cause in 40 percent of the cases.

A Second Survey Is Made

The second survey, which gives statistical information on the accident situation in New Jersey during the year from September 1, 1943, to August 31, 1944, was made by 23 teachers of agriculture and their pupils on the basis of a questionnaire prepared and distributed by Mr. Maynard H. Coe, Director, Farm Division, National Safety Council, Chicago, Illinois.

The questionnaire contained five questions which were reported upon as follows:

1. * Number of fatal accidents occurring in the area served by your school 99
2. * Approximate number of "lost-time" accidents 310
3. Number of farm-work accidents 323
4. Number of accidents associated with machinery 224
5. Number of accidents associated with livestock 103

* Question 1 and 2, as interpreted by the teachers of agriculture, cover not only the farm and home, but also industrial accidents that occurred in the area served by the school.

(Continued on page 91)

Using a Greenhouse in Instruction

J. L. MEACHUM, Teacher, Millington, Michigan

FAILING to realize very much practical value from a plant propagation table in our agricultural room, the students of vocational agriculture at Millington High School suggested that we construct a greenhouse as a group project. Individual plans and designs were presented for group approval with the idea of providing a building for experimentation and laboratory practices rather than a structure for commercial production. Immediately, the shop teacher was consulted as to the possibilities of that department assuming the responsibility for actual construction. Visualizing that it would be a golden opportunity to display the shop skills being taught in the regular classes, the project was gladly considered. In short, the laying out of the building by the use of a level, constructing the concrete foundation and wall, laying the blocks, laying bricks, performing carpentry work, glazing, roofing, painting, welding, working with sheet metal, forging, electric wiring, and heating were skilled operations involved in the complete construction of the greenhouse.

Upon presentation of the project to the Board of Education, the members grasped the underlying philosophy and approved the requisition for all materials needed. In May 1944, the building was dedicated as a major feature of the program at the Annual Student-Parent F.F.A. Chicken Feed.

In the fall of 1944, the class in farm crops did some experimental work with soils and fertilizers. A coal shortage made it necessary to discontinue our activities during the winter until March 1.

The classes in vocational agriculture accepted the OPA information that canned vegetables were to be scarce for civilian consumption. It was agreed that we would concentrate our efforts on the production of tomato, cabbage, and pepper plants for general distribution in the community. Furthermore, plans were made to carry on experimentation in soils, fertilizers, temperatures, and varieties of plants.

The question of raising plants as a project for financial gain was discussed. The writer happens to be one that does not believe that tax-free institutions should be in business. Furthermore, by the time we would obtain our license to sell and make our sales tax reports, the profits would be absorbed in administrative procedures.

Research practices were very interesting to the students. They observed the plants in both normal and abnormal growths due to various environmental causes. The Detroit Edison Co., an electrical company, loaned the group the equipment for an electric hotbed and the results were amazing to the class.

Over 80 families procured plants at the greenhouse. Approximately 5,600 tomato, 1,600 cabbage, and 400 pepper plants, along with several flats of snapdragons, salvia, and asters, have been distributed free to the patrons.

For the past two seasons the school has sponsored a community canning program. It appears that this activity will be stimulated thru the greenhouse project.

Farming Programs

C. L. ANGERER

Land Utilization in Farming Programs

JAMES H. PEARSON, Federal Agent, Office of Education, Washington, D. C.

FARMING programs of all-day students of vocational agriculture present excellent opportunities to develop effective abilities in land utilization. It is the opinion of the writer that instruction on land utilization in connection with students' farming programs has not had the attention that it deserves. It has been the practice of many students, especially those with livestock enterprises in their farming programs, to select a crop to grow, such as corn, because they need corn to feed their farm animals. This kind of practice on farms where crop rotation is followed may result in the student using a different field for corn production each year.

This requires the farm operator to put the land that was in corn in soil conserving crops that are usually less profitable than the soil depleting crops. Also, such practices are not conducive to the most practical training program for the student and should not be satisfactory to the individual who is responsible for the operation of the farm as a unit.

Some suggestions are offered for the improvement of this situation. Encourage the student in the development of his initial farming program the first year he is enrolled, to select one or more fields or parcels of land that he will use in his farming program for at least the duration of his high-school training program in vocational agriculture. The student should then determine the capabilities of the land after securing facts on the soil, such as fertility, conservation practices, acidity, slope, and degree of erosion. When this is done, plans for the use of the land each year should be made.



J. H. Pearson

The plan should include the crops that will be grown and any special practices to maintain, conserve, and improve the soil. He should add other fields or parcels of land to the farming program as it is increased in scope and follow the same procedure in making plans for the use of the land. An illustration of the farming program that would result from this procedure is submitted below.

It is assumed in this case that crops grown and the special practices are adapted to the different fields. Long-range planning is required for the use of each field. For example, Field A is the piece of land that is best suited for ultimate seeding to alfalfa due to location, soil, slope, and degree of erosion. Tests show the need for applying lime and phosphate for efficient production of alfalfa. Field B is suitable for growing corn two years in each four when the respective special practices are used. Field C is a fertile piece of land that is practically level, and satisfactory crop production can be maintained for a number of years by applying barnyard manure. A balance between crop and livestock enterprises and production is maintained.

It is not assumed that the special practices would include all participating activities on the part of the student on his home farm with respect to land utilization. Improvement projects and supplementary practices in the farming program present additional opportunities for activities in connection with land used for pasture, woodlots, timber and conservation practices such as terracing, contour farming, and pond-dam construction.

The student carrying out practices such as liming, terracing, and pond-dam building should be compensated directly or indirectly for such practices. When benefit payments are made for conservation practices, they should be made available to the student by the farm

owner or operator. It would seem equitable for any such benefits to accrue to the respective individuals on a basis of the extent of the conservation practices carried out on the land the student farms to the total practices carried out on the farm as a unit.

This suggested plan for incorporating activities in connection with land utilization in farming programs should appeal to the student, to the farm operator, and to the landowner. The student assumes responsibility for rotating crops on fields or parcels of land rather than moving his farm operations from one field to another. He follows desirable land utilization and soil conservation practices, thereby developing many abilities in connection with land utilization on a few fields or parcels of land that can be applied to the farm as a whole. There is a degree of permanence when the student knows that he has land that he can use in his farming program for a period of years rather than having to make arrangement for different fields or parcels of land each year. This will aid him in making a satisfactory beginning in farming. This land offers some inducement for the student to follow soil conservation practices which are acceptable to the farm operator and owner. It helps to reduce the readjustment that might need to be made to operate the farm as a unit. It will also help the student to secure land needed to become established in farming after he leaves high school and enrolls in the young farmer class. The ability to produce farm commodities efficiently and to effectively utilize and conserve soils are very definitely related. This plan is offered as one means of using these interrelated activities to develop needed abilities in connection with land utilization.

Our Responsibility

"**WE** HAVE a total of 14 million soldiers, sailors, and marines. We must remake them into civilians. The colleges, because of the possibilities of the G. I. Bill of Rights, have an opportunity; they have a responsibility. The colleges, because of the kind of institutions they are, are better fitted than other environments for the retraining of the veteran for civilian life. The acceptance of these responsibilities will be with some sacrifice. Some prerequisites and some rules made for other students in orderly times will have to be modified or most intelligently applied. Even if some cherished heirlooms of educational processes are lost, remember, if these veterans had not offered their lives, the colleges might have been lost."—From an address by Maj. Gen. Hershey at the Lafayette College commencement.

Our chapter held a "Truth or Consequence" program at one of our meetings.—Nebraska City, Nebr.

Type Program

Crop Enterprises, Field		School Year							
		1947-48		1948-49		1949-50		1950-51	
Identification	Size	Crop	Special Practice	Crop	Special Practice	Crop	Special Practice	Crop	Special Practice
A	6 A.	Corn	Application of barnyard manure	Oats and lespedeza	Application of lime and phosphate	Alfalfa	Application of phosphate and seeding in the fall to control weeds	Alfalfa	None
B	7 A.			Corn	Contour farming	Oats and lespedeza	Application of lime	Wheat and lespedeza	Application of phosphate
C	9 A.					Corn	Application of barnyard manure	Corn	Application of barnyard manure
Livestock Enterprises		Sows	2	Sows	2	Sows	3	Sows	3
				Ewes	15	Ewes	15	Ewes	15
						Beef	2	Beef	3

Farming Programs—

What Kind?

HARMON TOONE, Teacher, Firth, Idaho

FUTURE FARMERS, are you striving to improve your farming programs, commonly called projects? Have you ever stopped to think why you are called "future farmers?" Before you enrolled in vocational agriculture you were told by your instructor that it would be necessary for you to have a project. Do you know that the primary purpose of vocational agriculture is to aid farm boys in becoming established in a farming occupation? With this aim constantly in mind and by building a strong supervised farming program, and only when this is done, are you able to fulfill this purpose.

Let me cite you the records of two boys enrolled in vocational agriculture. The first boy, John Doe, had for his first year's project one acre of potatoes. From this project he had a net income of \$100 which he used to purchase a suit of clothes and a bicycle that he had always wanted. With the remainder of the money he purchased three feeder pigs for his sophomore project. After three months he sold the pigs and had \$40 above feed costs. By this time he had outgrown the bicycle so that he sold it and with the \$40 and some money he had made during the summer he purchased an old car for \$150. Toward the end of his junior year in school he had no project as it was taking most of his time and money to keep the old car running, but his father said if he needed another project he could have another acre of potatoes. This netted him \$90 profit but the "old jalopy" needed a new set of tires and he needed a little extra spending money. His senior year started slipping by and no project. He said he didn't want to be bothered with feeding and keeping records on livestock and he was going away from home the next summer to work in a service station so he could not take a crop project. However, with the help of his mother he kept records on 50 laying hens and received credit for his course. His cash investment at the end of his fourth year was in his car for which any junk dealer would have paid only \$50 or \$60.

Yes, this may be an extreme case, but haven't you seen similar examples in your own school?

Now let us look at the second boy's record. We'll call him Joe Bush. Joe started his project in the fall of his freshman year with one grade sow. In the spring he had one acre of potatoes. These two projects netted him \$250. He sold all of his grade pigs and purchased a purebred gilt and a dairy heifer. In the spring he rented five acres of land from his father and planted wheat to feed his pigs. He raised eight pigs and kept one of the gilts and the sow for another year. His wheat yielded 60 bushels per acre and, after feeding out his pigs, he sold the balance for \$150. The pigs sold for \$160 and his heifer was worth \$70. Besides his two sows and the heifer, he again raised five acres of wheat and purchased 300 baby chicks his junior year.

He entered his senior year with two purebred sows, one cow and calf, 100 laying hens, and rented 10 acres of land for wheat and potatoes. With part of his earnings from his swine project the year

Teacher Visitation vs. Project Completion

T. A. WHITE, District Supervisor, Monticello, Arkansas

THE purpose of this study is to show the correlation between the number of visits the teacher of vocational agriculture makes to his boys and the number of projects completed by the boys. The types of projects considered here are: (a) Productive Projects; (b) Improvement Projects; (c) Supplementary Farm Jobs.

Information used in this study was gathered from the teacher-rating score card now in use in Arkansas. The following factors were considered in this study, (1) Number of boys in the schools where information was taken; (2) Average number of visits made per boy in the district; (3) Average number of productive projects, improvement projects, and supplementary farm jobs completed per boy in the district.

The number of F.F.A. meetings held during the year was also considered in making this study. The study comprised 29 departments located in 18 counties in southeast Arkansas. It was found that the agricultural instructors visited a total of 989 boys in the 29 schools, an average of 3.8 times during 10 months of the year 1944-45. May and June were not included in this study as it is to be presumed that more visits were made in these two months than any other months of the year.

The Findings

The average number of production projects completed per boy in the 29 departments was 1.4 projects; improvement projects was 1.4 per boy, and supplementary farm jobs was 1.7 jobs completed per boy. The average number of F.F.A. meetings per chapter was 22.8 meetings for the 10 months.

Ten schools were selected which showed that the teachers visited the boys in 10 months an average of 6.15 times. No school was included in this group which did not show the teacher visited his boys on the average of at least four times during this period. The production projects in these 10 schools showed 0.18 of a project increase per boy over the general average of 1.4 projects. Neither the number of improvement projects nor that of supplementary farm jobs reported for the "6.15 visit" group increased materially over the average for the 29

before, he purchased another cow for \$150 and 300 baby chicks. At the close of his senior year Joe had well over \$1,000 invested or in savings earned from his projects.

Perhaps again you may think this is an exaggerated example but you probably know boys who have done equally as well.

Which of these examples are you following? Why was Joe able to develop such a strong program while the first boy failed? The main reason probably was because he had the main purpose of vocational agriculture well in mind and knew why he was studying agriculture—to become established in farming. Future Farmers, you will be the farmers in the very near future. Build a strong farming program now instead of just "carrying a project."

schools. The 10 selected schools, however, held slightly fewer F.F.A. meetings per year. They had about one and one-half meetings less than the average for the 29 schools.

Next were selected the nine schools where the teachers visited their boys the fewest number of times during these 10 months. The average number of visits per boy made by these nine teachers was 1.8 visits in 10 months. Production project completions remained about average for the 29 schools, or 1.45 projects per boy. However, improvement projects and supplementary farm jobs completed per boy declined almost 100 percent from the average of 29 schools. These nine schools also had an average of only 16 F.F.A. meetings per chapter against an average of 22.8 meetings for the district.

Some Conclusions

The conclusions to be drawn from this study show that the number of production projects completed per boy did not materially change because of the difference in the number of visits made by the teacher. However, the greatest differences in the number of visits seemed to be in the completion of improvement projects and supplementary farm jobs per boy. The more visits made, the greater the number of completions up to four or five visits per year per boy. It was noted that most visits were made during the summer months or during the time the boys were working in their crops projects.

Farm and Home Safety

(Continued from page 89)

How to Teach Farm and Home Safety

Recommendations given by eight of the teachers of agriculture on the organization and teaching of farm and home safety follow:

1. Consider safety on the farm and in the home as "the product of careful planning and the procedure for orderly living."
2. Organize a farm-and-home safety program in each school where vocational agriculture is taught.
3. Include safety practice in each course of study and emphasize its seasonal character in all farm operations connected with animals and plants, and machines and equipment.
4. In teaching the skills of any safety practice, stress also the related information and attitudes that belong to the particular job.
5. As materials for teaching, collect local cases of accidents, injuries and losses, and safety practices. Supplement the materials with publications and other teaching aids, such as film slides, posters, and charts.
6. Encourage safety programs on the home farms of pupils enrolled in vocational agriculture.
7. Cooperate with other local, county, state, and national organizations in their programs on farm and home safety.

WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

A Continuous Program of Agricultural Education

LEROY HILLBRANDT, Teacher, Warren, Minnesota

THE Warren young farmer program, which has been under way a number of years, is beginning to pay dividends. The department of vocational agriculture in Warren High School is sponsoring a nearly complete program. All young men interested in farming in this community have the opportunity to take part in some phase of the work. The program has been divided into six parts:

- All-day classes,
- Part-time students (16 to 25 years),
- Advanced adult education,
- Supervised farm practice for all students,
- Future Farmers of America, and
- Food Production War Training.

The various phases of this program are integrated with one purpose in mind: that of developing, establishing, and maintaining "Master Farmers" in our school area.

The most important phase of the program is that dealing with the all-day classes; however, the most truly vocational phase of the program probably is that work done with the young farmers and with the young men who have been in these classes several years and who are now established farmers.

For several years the young farmer group at Warren has been organized for the purpose of keeping members in touch with one another and working out the problems related to the job of getting started in farming. As these individuals become older and established, they pass into the advanced adult group, and other young men take their place. In this way

the young farmer class is always made up of young men of about the same age group, who are interested in getting started in farming. The group this year is composed largely of men with 2C and 4F draft classifications. Perhaps by another year a few returning veterans will join the group.

The Program

The yearly program of the young farmer class consists of a series of 15 meetings held during the months of January and February. The following time schedule is used:

Meetings held Tuesday and Thursday evenings

- 7:30 Current events and civics
- 8:00 Agriculture
- 9:00 Shop work
- 10:00 Recreation

The high-school superintendent, the teachers of industrial arts, and the teacher of agriculture do the teaching.

This year, during the first half hour, a study of parliamentary law was led by the superintendent. In agriculture the course material consisted of studying some individual farm problem, father-and-son partnerships, and plant and animal genetics. The course presented by the industrial arts department this year dealt largely with home beautification. Painting was stressed and each boy did some work in making deck chairs, flower trellises, and picket fences for home lawns.

At the conclusion of the annual series

of meetings, the agriculture department sponsors a two-day Farmers' Short Course. The planning for this event is done largely by the young farmer group working with the older men in the adult group. Outstanding speakers in the field of agriculture and home economics are obtained for morning, afternoon, and evening meetings which are open to the public. A crop show is sponsored along with this event. The average attendance at the evening meetings is about 450.

During the remainder of the year the young farmer class meets with the older men who have been graduated from young farmer classes into the adult group, men over 25 years of age who are establishing in farming. This year the young farmers met and drew up a constitution stating the objectives of the organization and the duties of officers.

A program for the year was also drawn up. The activities for the remainder of 1945 are as follows:

March	26	Father and son banquet (Sponsored jointly with the F.F.A.)
April	27	Annual meeting of the group
May	29	Sugar beet raising in this area
June	26	The possibilities of organizing a Farm Management Association in this area
July	31	Crop tour of variety test plots and picnic
August		No Meeting
September	26	Possibilities of REA in this area
October	31	A social function
November	28	Corn show
December	19	Livestock improvement

The Results and Future Program

This year 22 boys enrolled in the young farmer class. The organization has a membership of about 50 young men. All of these young men have been visited at their homes by the teacher of agriculture and have worked on some phase of their agriculture program.

Of the 22 enrolled in the young farmer class, the youngest is 17 and the oldest is 23. All except three finished high school and took two or more years of agriculture. Two have attended college for a short period. Fifteen were active F.F.A. members while in high school. Two past presidents of the F.F.A. are in these classes. One is a State Farmer. With the exception of two young men, all are farming on a share basis with their fathers or renting a farm alone.

During the past two years the Young Farmers Association has been instrumental in establishing several new varieties of small grain and corn in this area. Nine members are growers of certified seed. This coming year the members plan to advertise all certified seed cooperatively.

Each year the group secures some

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Who says all our young farmers have gone to war? This is the Young Farmers Association of Warren, Minnesota which has been meeting for several years under the leadership of Leroy Hillbrandt (back row, left) and Mr. Johnson, Teacher of Industrial Arts (back row, right). In addition to classroom discussions they participate in shop work, social activities and parliamentary procedure. Best of all, their program of activities extends thruout the entire year. Responsibilities and action are the best insurance of continued life in an organization. The Warren Y.F.A. has both

Dairy Farmers Are Alert

ROY L. BRIGHT, Teacher,
Millhain, Pennsylvania

MORE and more farmers are learning that farming is a business—a complicated business in which the first law of human nature operates inexorably. Either he succeeds in establishing a farm home, with all that the term implies, for his family or he fails. Now, as never before, he strives to keep his sons on the farm. He will follow the sort of leadership that provides a means to this end. Farmer classes are a potential source of magnetism that can enliven rural living. More than that, it may be the one agency that can replace mediocrity in farming with superlative agriculture. Farmers are of necessity skeptical of untried devices, but they have never been indicted for lack of imagination. They are alert for more efficient methods of production. Given the proper leadership they will respond.

To the East Penns Valley F.F.A. belongs much credit for focusing the attention of farmers on improved practices in the leading crop and livestock enterprises in the community. Educational exhibits at the county fair, judging contests, field trips, and F.F.A. sponsored films and lantern slides at Grange meetings and F.F.A. banquets aroused favorable comment. This relationship with the formal educational program of the school was further cemented by the school labor corps which assisted needy farmers in harvesting the corn and potato crops for the past two years.

When the agricultural problems of the community become the business of vocational agriculture, a sound basis for an educational program has been established.

Farmer Is Eager to Learn

During those trying days when dairy concentrates were scarce and milk prices were going up, the farmer was eager to learn of a solution to his feeding problem. It was at this opportune time that our class in Increasing Milk Production (Course 6, FPWT) was organized. When the class met for the first time 11 members were present. The enrollment rapidly grew until 31 members were enrolled. Eighty percent of the enrollees were engaged in farming for themselves or were working on farms owned or rented by their parents. Of the latter group, the

majority plan to enter farming as soon as they can rent or buy farms. The other 20 percent was composed of hired hands, some of whom probably will enter farming at a later date. This group was noticeably less regular in attendance than those engaged in farming for themselves.

A list of subjects studied is given in the order in which they were presented: 1. Feeding Emergency Rations, 2. Culling the Herd, 3. Feeding Cows in Winter, 4. Feeding Cows on Pasture, 5. Feeding Dry Cows, 6. Improved Pastures, 7. Improved Roughages, 8. Feeding Young Dairy Stock, 9. Selecting a Herd Sire, 10. Caring for the Herd Sire, 11. Keeping Dairy Records, 12. Artificial Insemination, and 13. Calfood Vaccination.

The materials for distribution and study were gathered from The Pennsylvania Agricultural Experiment Station and from breed and dairy magazines. From these sources emergency rations were available for distribution. Publications devoted to the advancement of dairying were particularly helpful in presenting the latest views on such subjects as artificial insemination and calfood vaccination.

Field Trips Are Helpful

A delegation of farmers made a trip to the first Artificial Breeders Association in Pennsylvania located at Lewisburg. A veterinarian formerly employed at that place was invited to speak to the group. As a result of these meetings steps were taken to organize local dairymen into an association for the promotion of artificial breeding.

The discussion on dairy records was conducted by a specialist in farm accounting. The results of his efforts may be judged from the fact that 26 members started the new year by keeping a record of receipts and disbursements on all farm enterprises—most of them for the first time.

It seems quite evident that a sound program for increasing milk production in a war emergency should be a guide to developing a practical program for farmers in peacetime. The problem of efficient production will not end with the coming of peace. New problems will arise, but the teachers of agriculture can assist farmers to solve their peacetime problems. No better service for any department has been found than that of assisting boys and farmers to solve their problems in farming.

A Continuous Program

(Continued from page 92)

seed of the latest varieties. Some of the members take samples of these grains and grow them in test plots. These are visited at the annual crop tour in July. This year the group has on test five varieties of wheat, five varieties of flax, four varieties of barley, and four varieties of oats. It also has a complete test plot on corn in cooperation with the State Crop Improvement Association. This year two of the members are conducting some experiments with the use of various fertilizers on sugar beets.

Last fall this organization sponsored the first corn tour and corn show held in this area. Members have 26 hybrid varieties on test, which are being shown to the public. The Warren Commercial Club donated prize money both for the corn show and the crop show held later in connection with the Winter Short Course.

(Continued on page 98)

Young Farmers and Homemakers

W. T. REESE, Teacher, Seymour, Wisconsin

YOUNG farmers and homemakers of Seymour, Wisconsin, have been holding joint meetings for several years. The two organizations meet in the high school the same evenings thruout the winter and in joint sessions for eight or 10 meetings. Topics discussed at these joint meetings include farm landscaping and home beautification, gardening, rural recreation programs, budgeting the farm income, community development, and postwar planning. The social activities include box socials, dances, parties, and picnics in addition to the social hour after the joint meetings. Members of the two organizations are becoming local leaders and are getting pleasure and enjoyment out of rural life, as well as keeping up-to-date in agriculture and homemaking. A printed program of activities and the constitution is distributed each year. It seems to me that every department of vocational agriculture and homemaking should continue to help rural youth after they leave high school. I can think of no better way of serving these young people than by organizing them and helping them carry out social and vocational activities together.



The officers (seated) of the Young Farmers and Homemakers' Club of Seymour, Wisconsin. Standing are the supervisors, W. T. Reese, teacher of agriculture and Viola Loebe, teacher of homemaking



The social program of this joint organization includes dancing, picnics, skating and parties. The dart game is one of the more popular games at the parties

Studies and Investigations

E. B. KNIGHT

Why Teachers of Vocational Agriculture Leave the Profession

H. W. SANDERS and C. W. RICHARDS, Teacher-Trainers, Virginia Polytechnic Institute, Blacksburg, Virginia

THE success of any program is largely dependent upon the ability, enthusiasm, and loyalty of the personnel responsible for it. The profession of teaching vocational agriculture is no exception to this rule. To secure and retain individuals of a high calibre is one of the chief responsibilities of those who administer the program.

According to records computed by H. B. Swanson, specialist in agricultural education of the U. S. Office of Education, in the period preceding the war it required annually 5.8 teachers per hundred for growth while 13.4 per hundred were required to replace those who left the teaching field to follow other lines of endeavor. The situation indicated by these figures is further aggravated by the fact that it is usually the average or better-than-average teachers who leave the service.

Plan of the Study

In order to determine why teachers of vocational agriculture leave the job in Virginia and what it would take to hold them, information was requested of 70 former teachers. In selecting the group to be included in the study the following qualifications were kept in mind:

1. The teacher had received the normal training for the job.
2. His work as a teacher had been successful.
3. Experience in teaching was of not less than two years duration.

Men who were in the armed forces were not included in the study. Naturally the group was of an age sufficiently advanced to materially reduce the chances of being called under the Selective Service Act. Of the 70 addressed, 49 responded in full to the request for information and opinions. Their interest was further indicated by the fact that many of them wrote at length giving supplementary comments and suggestions.

The four important questions that were answered were:

1. What features of the job of the teacher of agriculture did you like?
2. What features of the job of the teacher of agriculture did you dislike?
3. What specific reason or reasons can you give for leaving the teaching profession?
4. What suggestion would you make for securing and holding the highest type of teacher in the field of vocational agriculture?

Before presenting the answers to these questions it is interesting to note these facts concerning the respondents:

1. The average teaching experience of the 49 men was 9.5 years. Twenty-six of

them had taught more than 10 years, 10 of them had taught 15 years or more, and three had taught 20 years.

2. The mean number of positions held by a teacher was 1.73. Twenty-three held only one teaching position; 18 held two positions; six held three; and two held four.

3. Twelve, or approximately 25 percent of the teachers, had the experience of teaching in positions requiring service in two schools.

4. All the teachers who replied indicated that they were engaged in occupations in which they could capitalize on their training and experience and most of them were engaged in occupations definitely related to agriculture. The types of occupations or positions represented are as follows:

- | | |
|-----------------------------------|----|
| a. Extension | 11 |
| b. Soil conservation | 8 |
| c. Farm manager or owner-operator | 5 |
| d. Southern states (management) | 4 |
| e. Farm security | 3 |
| f. High-school principal | 2 |
| g. Fieldman for milk company | 2 |
| h. Miscellaneous | 14 |

Summaries of the answers to the four main questions follow:

Question 1. What features of the job of the teacher of vocational agriculture did you like?

It is significant that only six individuals expressed a liking for classroom teaching and that only six expressed a general liking for all phases of the job.

The evidence is strong that teachers liked most the things that produced tangible results. The four items of highest frequency, by far, are helping boys get started in farming, work with farmers, work with farm boys, and shop work.

Since the 49 respondents listed 137 reasons for liking the job of the teacher of vocational agriculture, the average number of "things liked" was 2.8. Deducting the six who "liked all phases of the work," the average would be approximately 3.0 for the remaining 43.

Conspicuous by its absence is the lack of any mention of liking the contacts with professional workers in related fields. In some cases this was obviously taken for granted.

Table 1. Answers to Question 1

- | | |
|--|----|
| 1. Helping boys get started in farming | 24 |
| 2. Contact and work with farmers | 21 |
| 3. Contact and work with farm boys | 15 |
| 4. Shop work | 17 |
| 5. Opportunity for variety of work (2), as fairs (1), demonstrations (1), young farmer groups (1), cannery work (2), community planning (3), farm machinery repair (1) | 11 |
| 6. Training and developing boys thru | |

- | | |
|---|----|
| F.F.A., judging, etc. | 10 |
| 7. Work with adult organizations and their leaders | 6 |
| 8. Classroom teaching | 6 |
| 9. Field work | 6 |
| 10. Pleasant working conditions and associates | 5 |
| 11. Security | 2 |
| 12. Opportunity to know many people | 2 |
| 13. Miscellaneous (1 each) | 6 |
| a. Well-defined groups with which to work | |
| b. Hours of work | |
| c. No regular classes on Saturdays and in summer | |
| d. Cooperative work with other teachers of agriculture | |
| e. Annual checking of accomplishments | |
| f. Practical application of principles studied in class | |
| 14. Liked all phases of the work | 6 |

Question 2. What features of the job of the teacher of agriculture did you dislike?

Five teachers said they did not have any "dislikes" of importance. The other 44 listed 96 items, many of which were duplicates as indicated in Table 2. The average number of "dislikes" was 2.2 as compared with an average of three features liked.

The frequency of the items disliked was in no case as great as that of items liked and there was a much greater diversity of opinion in the case of the former. Nineteen of the 31 features disliked had a frequency of only one. "Reporting," the feature of highest frequency, was mentioned by only 26.5 percent of the respondents. It is significant that the item of next highest frequency, "monotony and confinement of routine classwork" was mentioned by 24.5 percent of those who replied. In contrast, only 12.3 percent said they liked classroom teaching.

No attempt has been made to evaluate or weigh the items mentioned as to their relative importance. If salaries were higher and loads lighter it is likely that many of the "dislikes" could have been overcome. Some of the respondents admit that "reporting is a more onerous task in their new positions than it was when they were teachers of agriculture."

Table 2. Answers to Question 2

- | | |
|---|----|
| 1. Reporting—tedious, time consuming, plans scored but not executed | 13 |
| 2. Monotony and confinement of routine classwork | 12 |
| 3. Work with adult groups (added to other duties) | 10 |
| 4. Low salary and lack of opportunity for advancement | 10 |
| 5. Load too heavy—impossible to be proficient in all phases of work, perform innumerable odd jobs, and find time to relax | 8 |
| 6. Insecurity | 5 |
| 7. Farm shop | 4 |
| 8. Extra-curricula activities, including athletics (1) | 4 |

9. Lack of student interest 4
10. Teaching in two schools 3
11. Lesson planning and prescribed "methods" 2
12. Discipline 2
13. Miscellaneous (items with a frequency of one each) 19
 - a. Living conditions
 - b. Supervision of principal
 - c. Danger of getting in a rut
 - d. Poor equipment
 - e. Other teachers too poorly paid by comparison
 - f. Extra expense involved in attending meetings and conferences
 - g. Teaching science and other subjects
 - h. Increasing responsibility as one grows older
 - i. No definite schedule
 - j. Too much stress on numbers enrolled
 - k. Student record bookkeeping
 - l. Attempting to supervise boys' "projects"
 - m. Having no help for office work
 - n. Administration
 - o. Classes too long—except for shop
 - p. Conflict between obligations as teacher of agriculture and member of faculty
 - q. Insufficient opportunity for contacts as compared with other fields
 - r. Not enough support from state department
 - s. Teacher limited by lack of whole-hearted support
14. No dislikes of importance 5

Question 3. What specific reasons can you give for leaving the teaching profession?

Low salary and lack of opportunity for advancement head the list of reasons for leaving the teaching field, with "more interested in the new job" and "load too heavy" having the next highest frequency counts. As might be expected, the things disliked did not always constitute the cause for leaving. Evidently many of those who did not mention low salary (Table 2) as a feature they disliked, were greatly influenced by it in deciding to make a change.

There was an average of slightly less than two reasons per teacher for leaving the teaching profession. Resignations seem prompted by one or two things that assume considerable importance in the thinking of the teacher—not by a large variety of petty annoyances.

It is worthy of note that relatively little emphasis was given to low salary as a cause for change in the study, similar to this, reported by S. S. Sutherland of California. Because the salary schedule is considerably higher in that state, this result might be expected. Regardless of salary, there will always be some shifting and raising salaries alone would not be likely to solve the problem.

There seems to be a feeling that teaching agriculture as a profession is not broad enough in scope and opportunity the challenge the maximum effort of the teacher; that it is at best a good stepping stone to larger fields of endeavor.

Table 3. Answers to Question 3

1. Low salary. Not paid on basis of experience and worth to the service 28
2. Lack of opportunity for advancement 15
3. More interested in the new job than in teaching 12
4. Load too heavy—work too strenuous and pressure too great, irregular

- lar hours, no time of "my own" 8
5. Lack of support of superintendent and principal 5
6. Routine classroom work 3
7. Consideration of health 2
8. Better living and working conditions 3
9. Miscellaneous (items listed only once) 6
 - a. Did not want to teach indefinitely
 - b. Poor equipment and buildings
 - c. Inefficient county school system
 - d. Father's death necessitated return to farm
 - e. Administration
 - f. Wanted additional experience

Question 4. What suggestion would you make for securing and holding the highest type of teachers in the field of vocational agriculture?

The 49 teachers gave a total of 128 suggestions in answer to this question, an average of almost three each. Nearly all of them seem to feel that their suggestions would help to solve the problem and were enthusiastic in their responses.

Outstanding among all the suggestions was that with reference to salaries. Forty-five of the respondents included it. While there were many and varied forms to this suggestion, all of them added up to this—"have an adequate salary schedule and be consistent in adhering to it." Apparently an adequate salary schedule is one that is administered independently of that of other teachers, is not subject to the personal bias or prejudice of local school administrators, provides recognition for quality of work done, compares favorably with that of other agricultural professions, and is sufficient to provide economic security to the teachers.

Closely related to the matter of salaries was that of opportunity for advancement, with emphasis on the idea of paying the teacher in proportion to results produced. This item is naturally a phase of the one first mentioned. Mention was frequently made of the fact that in many cases experienced and successful teachers receive only a little more salary than the less experienced and less successful teachers.

As was to be expected, reduction of the teacher load was strongly recommended altho only about 25 percent of the teachers mentioned this specifically. Another 12 percent thought the teacher should be relieved of such nonvocational duties of the specific job and that he should be relieved of such nonvocational responsibilities as holding study halls, coaching, bus duty, and teaching other classes. Not all of the "overload" of the teacher is a result of the strictly vocational activities required of him.

The item that ranked fourth in frequency was not one that would have been anticipated in the light of previous data. Weakness in the training program as well as in the selection of teachers was mentioned by about 20 percent of the group despite the fact that their qualifications permitted them to succeed in the profession and to advance to other positions in related fields.

Table 4. Answers to Question 4

1. Provide a more adequate salary schedule 45
2. Provide more opportunity for advancement 17
3. Reduce the load of the teacher 13
4. Provide for more careful selection

- of teachers and give them more thorough training in technical subjects 9
5. Limit teacher's activities to those vocational in nature 6
6. Give teachers a greater sense of security 5
7. Reduce reporting and paper work 4
8. Give more supervision 3
9. Have a satisfactory retirement system 3
10. Limit vocational agriculture to schools that will cooperate 3
11. Allow teachers more freedom to use initiative 2
12. Have a definite and specific program of work 2
13. Miscellaneous (items with a frequency of one) 15
 - a. Provide better salaries for other teachers
 - b. Provide better living conditions
 - c. Strengthen entire school system
 - d. Bring school management in counties closer to people
 - e. State control the school system
 - f. Give leaves with pay for further study
 - g. Require graduates to work with experienced teachers one year
 - h. Take care of men physically incapacitated
 - i. Give less emphasis to numbers reached and activities engaged in
 - j. Give more state and national publicity to the program
 - k. Provide better buildings
 - l. Require teacher to handle only one school
 - m. Have separate teacher for shop
 - n. "Stop suppressing the profession"
 - o. Cooperate more closely with extension workers

Summary

1. Success as a teacher of agriculture is indicative of the ability of an individual to succeed in the allied profession. None of the former teachers failed to succeed when they went into other lines of work and nearly all of them were outstanding in their accomplishments. The desire to attain what seems to be a higher degree of success in life—economically, professionally, and socially—appears to be the basic motive prompting the 49 teachers included in this study to leave the teaching field.

2. There is a tendency to look on teaching agriculture as "a young man's job" or as a steppingstone to some broader and more profitable sphere of work. But such spheres of work enable the individual to capitalize on his training and experience as a teacher.

3. Teachers like the out-of-class activities more than routine class instruction. They enjoy working with farmers and farm boys and seeing them develop as successful farm workers and operators. Activities and influences that interfere with the attainment of these goals are generally resented or disliked. In general, they did not like to teach in the way that most teaching is done.

4. Teachers who leave the profession are individualistic. They like to have freedom to solve their problems in their own way with a minimum of restrictions. They do not enjoy "paper work," detailed planning, routine activity, and adherence to a fixed schedule.

(Continued on page 98)

Future Farmers of America

A. W. TENNEY

Wisconsin F.F.A. Meetings

TEN sectional meetings of the Wisconsin Association of Future Farmers of America were held this year in place of the annual state meeting. Chapters were invited to send one delegate to these meetings to keep the attendance below 50 as requested by the Office of Defense Transportation.

All meetings were conducted by officers of the local chapter with awards being made by the state adviser and the state executive secretary. Advisers were asked to sit with their delegates and the local adviser acted as adviser to the local president who was presiding.

At these meetings the state program of activities was discussed, state officers were elected, awards of Wisconsin Farmer degrees and Honorary State Farmer degrees were made. Firestone, and Sears, Roebuck Foundation awards were announced and sectional public speaking and quartet contests were held.

In electing officers, one state officer was elected at each meeting. These 10 officers will constitute the executive committee of the state association and will elect their own officers including the president, five vice-presidents, secretary, treasurer, reporter, and sentinel. The new officers will assume office July 1.

Wisconsin Farmer degrees were conferred by the state adviser on 143 members from 80 chapters. Honorary Wisconsin Farmer degrees were conferred on 28 persons including seven farmers, one co-op representative, nine school administrators, one teacher-trainer, three county agents, and seven instructors in agriculture.

Sears, Roebuck Foundation awards of \$20.20 each were made to 29 members of Future Farmers of America or of Young Farmer classes who had completed at least two years of vocational agriculture including two years of farming programs and were selected on the basis of their progressive establishment and improved production in farming, activity in F.F.A., Young Farmer School or community affairs and general worthiness as evidenced by statements of the instructor in agriculture and the school administrator.

Firestone awards of \$116.37 each were made to seven F.F.A. members who hold the Wisconsin Farmer degree and were selected on the basis of economic need, progress in establishment, plans for further establishment, activity in chapter, school, and community affairs, and general worthiness of the candidate.

The public speaking contests were held at five of the 10 sectional meetings and the quartet contests at the other five. These contests were culminations of 32

district contests that had been held previously. In the public speaking contests, instructors in agriculture who did not have contestants in the sectional contests acted as judges and the state adviser and state executive secretary served as consultants. In the quartet contests members of music departments in local high schools or other qualified persons acted as judges. The five winning contestants in the sectional public speaking contest and the winning quartet in the state contest were given a three-day trip to Chicago as guests of WLS and the Prairie Farmer.—Louis M. Sasman

A Boy

AFTER a male baby has grown out of long clothes and triangles and has acquired pants, freckles, and so much dirt that relatives do not dare to kiss it between meals, it becomes a BOY. A boy is Nature's answer to that false belief that there is no such thing as perpetual motion. A boy can swim like a fish, run like a deer, climb like a squirrel, balk like a mule, bellow like a bull, eat like a pig, or act like a jackass, according to climatic conditions.

He is a piece of skin stretched over an appetite. A noise, covered with smudges. He is called a tornado because he comes at the most unexpected times, hits the most unexpected places, and leaves everything a wreck behind him. He is a growing animal of superlative promise to be fed, watered, and kept warm, a joy forever, a periodic nuisance, the problem of our times, the hope of a nation. Every boy born is evidence that God is not yet discouraged of man.

Were it not for boys, the newspapers would go unread and a thousand picture shows would go bankrupt. Boys are useful in running errands. A boy can easily do the family errands with the aid of five or six adults. The zest with which a boy does an errand is equaled only by the speed of a turtle on a July day. The boy is a natural spectator. He watches parades, fires, fights, ball games, automobiles, boats, and airplanes with equal fervor, but will not watch the clock. The man who invents a clock that will stand on its head and sing a song when it strikes will win the undying gratitude of millions of families whose boys are forever coming to dinner about suppertime.

Boys faithfully imitate their dads in spite of all efforts to teach them good manners. A boy, if not washed too often and if kept in a cool, quiet place after each accident, will survive broken bones, hornets, swimming holes, fights, and nine helpings of pie.

The Rotarian, May 1945

Six thousand copies of Washington's "General Order" was printed on parchment and distributed to state F.F.A. advisers in 1937, who in turn furnished a copy to each active local chapter.



The sectional meetings of the Wisconsin Association of Future Farmers of America were presided over by officers of local chapters. This group is from the Waupun Chapter. Aren't they a group of farm boys who would cheer the sourest pessimist? What a responsibility for any teacher to keep that bunch straight. No wonder Howard Turner, the advisor, is a bit bow-legged. Don't blame him. And look at Donald Thompson, the state president at the extreme right. Does he inherit that neglected upper lip from the editor? The second right and the second left—don't be misled by those conservative neckties. It's the "hep-cat" coats that give those boys away. Girls, they are dangerous. And those sailor-collar lads look rather innocent, but that's only while they are having their picture taken! They are dangerous in any pantry. And that pile of innocence at the left—girls, he's the most pestiferous of all. Every mother was glad these little Badgers were not twins.

Developing and Carrying Out a Program

(Note—The teachers of vocational agriculture of the southern area of Mississippi have, thru committee work, set up certain recommendations to follow in carrying out a program of vocational agriculture in their area. However, the results of their extended committee work and study include a number of points of general interest that are repeated here.)

THE program of vocational agriculture in each community should be broad enough to include every person in the community. Each county group and each teacher should build a program of work around the needs of that community, so that the standards of living will be raised.

We recommend that an organization be set up in the local school, county, and district, for the purpose of developing a program of vocational agriculture as follows:

1. Each school to organize an advisory committee composed of the superintendent of the school, the teacher of vocational agriculture, trustees, and leading citizens, to work out a long-time program for vocational agriculture in that community.
 2. A program to be set up in each county by the teachers of vocational agriculture of that county.
 3. A program to be set up in the district from programs submitted by the counties, by a committee appointed by the district supervisor.
- Committee: J. A. Johnston, Chairman.

Time Budget

In order to successfully carry out a program of vocational agriculture, the committee on *Time Budget* recommends the following distribution of time for teachers of vocational agriculture of southern Mississippi:

1. *Planning total program of vocational agriculture*—10 percent of time.
 - a. Make yearly program of work which is broken down into seasons, months, and days.
 - b. Consume time in travel and other work to think of problems of planning thru.
 - c. Use time of professional improvement to plan.
2. *Preparing and presenting instructional program*—(in school and out of school).—42 percent
 - a. Take advantage of time of professional improvement to make notes helpful in preparing program.
 - b. Order proper material early.
 - c. Organize instructional material.
 - d. Encourage large class enrollment.
 - e. Work out and present on time, a teaching program.
 - f. Use student help in making charts, and so forth.
3. *Supervision of farm program*—(in school and out of school)—20 percent
 - a. Schedule and map out route.
 - b. Supervise at the proper time.
 - c. Plan and carry out community farm tours.
 - d. Use records and experiences of the farming program.
4. *Keeping records and making reports*—4 percent
 - a. Allot sufficient time daily in keeping records.
 - b. Keep reports calendar.
5. *Professional improvement*—6 percent

Building an Adult-Farmer Program

N. J. WARDLE, Supervising Teacher,
Moscow, Idaho

WHEN the war came, with its attendant rationing and shortage of labor and foods, Preston, like other communities, found shortages where surpluses had always been. The local commercial cannery which was canning more than ever before was sending all of its food out of the community. There was little canned food available for local consumption. Mechanics had gone to the war plants on the Coast, several repair shops were closed, and all the while the people were being urged to produce more.

Here was a genuine need for community action and the school saw a real chance for service. Several courses of the OSYA program were organized during the winter of 1942-43. All of the classes used local help wherever possible. A local mechanic who had proved his ability, and was known by the farmers was obtained as instructor for the farm machinery course. He was running a repair shop of his own, but he was shown that he could be of more service to the community by helping several farmers to repair their own machinery and make a good salary himself. This man proved the key to the success of this class because the people all respected his mechanical ability.

Two classes in production of essential farm commodities were set up in nearby communities. Each of these was organized by the local people after they had been contacted by the teacher of vocational agriculture about them. Both communities elected to study milk production.

Community Needs Determined

Up to this time the development of the program had been rather unorganized. The writer had come into the community in December, 1942, and in the rush of taking over a large department in the middle of the year, he did not make any surveys of the communities to ascertain the needs for the OSYA program. The

- a. Read regularly professional magazines and books.
 - b. Visit other departments, and take advantage of new developments.
 - c. Use time in school advantageously to save time along other divisional lines.
 6. *Social and religious activities*—14 percent
 - a. Participate in the church program of your faith.
 - b. Accept the responsibilities given you by the church.
 - c. Take time to associate with friends:
 - (1) Trips
 - (2) Fishing
 - (3) Socials
 - (4) Home visits
 7. *Miscellaneous*—4 percent
 - a. Use every opportunity to have community service jobs result in the ability and desire on the part of the individual to do the job.
 - b. Use contacts with individuals in community service jobs to form basis for evening classes, if possible, so as to result in an educational, rather than a service program.
 - c. Cooperate with the school program.
- Committee: C. S. Miller, Chairman.

people had asked for the programs and the teacher helped them to organize. By March, 1943, a real need was seen for some survey studies. Letters were sent to the heads of the local school boards of 11 small surrounding communities. An immediate response was received from all stating their needs and desires for training in the various OSYA courses. Meetings were scheduled in each of the communities. The writer, sometimes with a member of the supervisory staff, went to each of the communities and presented the program. All of the communities were in favor of continuing the farm machinery program in Preston, of setting up a cannery in Preston, and of starting production courses in their local communities. Two communities also wanted farm machinery courses.

An organization meeting was then held in Preston to get the cannery program started. Immediately after this meeting application was sent to the state office for all the equipment necessary for a cannery with a capacity of 2,000 cans per day. On July 13 the cannery started to operate under the management of two local people experienced in commercial canning.

Advisory Board Organized

In October, 1943, the Franklin County Advisory Board was set up to advise on the whole program. Members consisted of persons representing the area who were suggested by the local people and passed by the Preston School Board. Thruout the whole program local people were used. People like to do things themselves and they don't like to have anything forced on them or even too vigorously urged upon them. The Advisory Board and local workers took a heavy load off the teacher of vocational agriculture so he could concentrate on instruction.

Results Evaluated

With local backing the first year accomplishments were surprisingly encouraging. The farm machinery classes overhauled 74 tractors, 34 trucks, and 56 farm cars. Many machines such as manure loaders, grain choppers, and land scrapers were built, and many old machines which had been discarded were repaired. In all, 311 farm machines and vehicles were repaired or built.

The cannery by the end of the year had processed 81,000 cans of vegetables, fruits, meats, cocktails, pork and beans, hominy, and puddings. Many cans of puddings were sent overseas.

1,400 Individuals Helped

Even more important than the number of machines worked on or the foods canned were the people worked with. Over 1,400 different individuals of the community had been enrolled and thus helped to do their work a little better. The whole community was educated in improving the life and work of the rural people.

This program will grow because the people want it. There is now an excellent, modern cannery with a capacity of 3,000 cans a day, a large modern shop with sufficient room for 25 individuals to work at a time, and 12 communities enthused in carrying on a continuing program of education toward better rural living.

The Use of Work Sheets

E. R. ALEXANDER, Teacher-Trainer,
Texas A. & M. College,
College Station, Texas

FORTY-FIVE states in the United States are now operating under the Standards Act of the National Soil Conservation Program which provides that the landowners of each state shall divide themselves into districts and set up programs for conserving their own land. These conservation programs are worked out between employees of the U. S. Soil Conservation Service and the individual landowners. Such details as the kind and numbers of livestock and the kinds and acreage of crops are specified in the agreement. In most instances the agreement carries changes from the condition found at the time the agreement is made to what the soil conservation technician and the landowner feel would be practicable, usually within a five-year period.

The question has arisen in Texas as to the use that teachers of vocational agriculture could make of these cooperative agreements between landowners and members of the local district of the U. S. Soil Conservation Service. It is our tentative feeling that a teacher of vocational agriculture could make use of these agreements about as follows:

1. By the teacher of vocational agriculture and the classes in determining the number, kind and seriousness of the problems faced by landowners in their efforts to conserve and improve the fertility of their soil.

2. On an individual basis, by the teacher and the son of an operator in the development of the boy's farming program as an aid to his father in carrying out the provisions of the agreement—such as changes in numbers of livestock, changes in acreage of crops, and the adoption and use of new conservation practices.

3. It is our further belief that, after the agreements have been in operation at least one year, it would be advisable and helpful for the teachers of vocational agriculture to invite landowners to attend the high-school classes and explain what they have done toward carrying out the agreement. Whenever it has not been practicable to carry out the agreement as planned, the landowner could explain to the class why he has not done so.

4. The teacher of vocational agriculture can make excellent use of these agreements in his evening school program if he makes a careful study of the agreements in the area which he serves. He will find many problems that are common to a large proportion of the landowners. It seems reasonable to suppose that, if he secures meetings of such landowners and has made a careful study of all their agreements, he will have a most satisfactory opportunity to guide them in a group consideration of the proposed changes, and perhaps the discussion will result in a more active effort on the part of the farmers than otherwise would be true.

It seems that it will be helpful for the teacher of vocational agriculture to keep closely in touch with the progress made by the operators in carrying out the proposals for changes made in the agreements. If he does keep closely in touch with the progress they are making, he should make corresponding adjustments in his teaching program.

Our Leadership



D. W. Parsons



H. C. Fetterolf

D. W. Parsons is chairman of the Department of Rural Organization at West Virginia University. After graduating from West Virginia University he took his Master's degree at the University of Wisconsin and his Doctor's degree at Cornell University. After teaching science and mathematics for 10 years he was, in succession, high-school principal and superintendent, county agricultural agent, and principal and teacher of vocational agriculture. He then alternated as supervisor and teacher-trainer in vocational agriculture from 1923 until 1927. Since the latter date he has been teacher-trainer.

H. C. Fetterolf is state supervisor in Pennsylvania. Farm-reared, he took both his Bachelor's and Master's degrees at Pennsylvania State College. His teaching experience combined the one-room school, teacher and principal of high school, and director of a vocational school. He will soon complete 30 years as Chief of the Agricultural Service in Pennsylvania. He served as a member of the Advisory Council of Future Farmers of America, also of the A.V.A. Committee to administer the Sears, Roebuck Fund, and has held membership in leading state and national associations for the promotion of education and vocational education.

A Continuous Program

(Continued from page 93)

Conclusion

Our program in agriculture cannot afford to overlook any young men in our community who are going into farming. This coming year we hope to organize a new young farmers' class especially for persons between the ages of 15 and 18 years who have not attended high school. These boys will later become members of the older young farmer group along with boys who have graduated from high school.

Last year the Warren Commercial Club recognized the work of the Young Farmers by presenting a "Master Farmer" plaque to those whose farming activities came up to a certain standard set by leading farmers and businessmen. The young farmers who received this award are "Master Farmers" in a true sense of the word.

Editor's Note: Here is a Young Farmers Association that is a young farmers association. What a program! We need many more like it. Congratulations Mr. Hillbrandt. Is there not a place for joint sessions of your young farmers' association and young ladies in order to study their common problems?

Why Teachers Leave the Profession

(Continued from page 95)

5. One of the questions asked was: What percent of your present salary is represented by your highest salary as an agriculture teacher? All but five answered this question. The average was 63.9, which means that they are not receiving 50 percent more salary than the highest salary they received as agriculture teachers. This fact in itself indicates one of the prime motives for leaving the profession, altho the significance of the increases must be discounted because of the factor of time.

6. In general there are more features of teaching vocational agriculture that are liked than there are features disliked. Of the features disliked only a few are of sufficient importance to justify the teacher in leaving his profession. These are relatively low salary, lack of opportunity for advancement, and the heavy teaching load.

7. As suggested by the preceding statement, we may expect to be able to secure and hold our most capable teachers of agriculture when—

- a. The salary scale is such that it can compete with that in other similar lines of work.
- b. There are reasonable opportunities for promotion or advancement in the field.
- c. The teachers' responsibilities are restricted almost entirely to vocational work and are such that they can be met in a reasonable working day without the necessity of working under pressure for long periods of time.

BANQUET BANTER

Toastmaster: Ladies and gentlemen, I don't know why I should have to introduce the president of the Future Homemakers. She's quite capable of speaking for herself, as many boys have learned, but that is my assignment, so I proceed. Kathleen, as you may know, takes her church obligations rather seriously and attends Mass regularly. After she'd been dating a while, she began to wonder about allowing her boy friend to claim a good night kiss, so she went to Father Duffy for advice. She told him her story and he asked her how many times Jerry had kissed her. Her reply was "Father, I came to confess, not to boast." Ladies and gentlemen, the president of the Future Homemakers, Kathleen O'Dea.

Speaker: I can imagine there might have been more truth to Ralph's story if he had been the young man involved in the implied experience, but he's had his troubles, too. One of the best jokes on him his mother tells when she sent him to the store for a casserole. A familiar term to us girls, this was a bit new to Ralph. He didn't write it down, and when he got into the store he wasn't sure of his instructions. The head clerk asked him for his order and Ralph said he was not sure what he wanted—it was either a casserole or a camisole and he didn't know which. To this the clerk replied: "Son, tell me whether your chicken is alive or dead and I'll tell you which you want."

